

Contribution of College Principals' Frequency of Classroom Observation on Certificate Student Teachers Academic Performance in Moshi District, Tanzania

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ABSTRACT: *This study was conducted to assess the contribution of college principals' frequency of classroom observation to enhance certificate student teachers academic performance in Moshi District, Tanzania. The study was guided by clinical supervision model. The study employed convergent research design under mixed methods. The target population were 3 college principals, 112 college tutors and 642 certificate student teachers found in the 3 public teachers colleges in Moshi District. Stratified and Simple random sampling techniques were used to select 16 college tutors and 68 certificate student teachers who were involved in the study while 2 teachers college principals automatically included in the study to make a total sample that consist of 86 respondents. Questionnaires, document analysis schedule and interview guides were used to collect the required information. Quantitative data were analyzed by using descriptive statistics and presented in tables. The qualitative data were analyzed by developing themes from research questions and presented in narrative form and direct quotations. The study found that classroom observation strategy used by Public teachers College Principals do enhance certificate student teachers academic performance as always the college principal provide warning and reprimands to tutors who fail to attend class, often the college principal make follows-up on student teacher whenever they have problems on academic issues and sometimes the college principal visits learning sessions in classroom. The study concluded that college principals' visitation in the classrooms has a contribution to student teachers academic performance. Aspects such as provision of warning and reprimands to tutors who fail to attend class as planed in the college general time table, making follows-up on student teacher whenever they have problems on academic issues are being done by college principal. The study recommends that colleges principals should continue to carry out regular classroom visits and discuss results with the tutors' concerned as a strategy of improving tutors' job performance as well as student teachers academic performance.*

KEYWORDS: Supervisory Strategies, Classroom Observation, Colleges' Principals, Certificate Student Teachers, Academic Performance

INTRODUCTION

Education forms the basis upon which economic, social and political development of any nation is founded (Namunga, 2017). Teacher education is a framework through which trainee teachers

are oriented to, amongst others; understand what is “good” and what is “bad” or what is “wrong” and what is “right” with reference to day-to-day teaching commitments (Milinga, 2016). It is widely acknowledged that the quality of education of any given country, regardless of context, to a significant extent depends on the quality of teachers (Mgaiwa, 2018). Thus, the quality of any education system worldwide cannot exceed the quality of its teachers, as they (teachers) play an essential role in the delivery of quality education (Richmond & Floden, 2017). Teacher education prepares and produces not only academically and pedagogically competent teachers, but also professional teachers able to live up to the highest moral standards of their teaching profession. Therefore, to have quality teachers requires well-articulated educational policies that, among other things, concisely articulate a wide scope of teacher preparation and continuing professional development.

The Pre-service teacher education in Tanzania is designed to prepare a person for a teaching career. A teacher is expected to master his or her area of specialization to be in the best position to help learners (Mgaiwa & Ishengoma, 2017). Since then, the demand for teachers has been increasing yearly due to the expansion of enrolment in both primary and secondary education (MoEVT, 2010). Teacher training is currently offered through three clusters namely grade ‘A’ teacher training, diploma teachers and degree teachers (Mgaiwa & Ishengoma, 2017). However, for primary education, grade ‘A’ teacher is predominant. Grade ‘A’ teachers are trained to teach pre-primary and primary school pupils. During the training, student teachers are expected to acquire knowledge and working skills of learner centered activities to balance instructional and content knowledge for active learning in schools (TIE, 2009; Milinga, 2016). Upon completion, qualified teachers are expected to display instructive improvement, demonstrate commitment to the teaching profession, display ethical standards and help students’ meaningful learning (Richmond & Floden, 2017). Principally, it is well-known that educational policies, educational plans, and curricula by themselves do not develop new knowledge and skills for students; the same can be said for school infrastructure and school leadership.

In the effort of improving teaching, classroom observation can be one of the strategies to enable tutors to achieve the goal. The success and development of the teachers’ trainee college system depends on the quality and nature of the principals’ classroom observation. This has made teachers’ trainee productivity central to the attainment of skills, knowledge and attitude (Ojudu, 2012). Besides, many researchers claim that supervision has the capability to improve classroom practices and lead to student success by improving teachers’ professional growth and their work performance (Kholid & Rohmatika, 2019). A study in Kuwait context reported that though peer coaching fosters changes in professional growth and influences classroom teaching practices, team cooperation, self-confidence, supervisors are concerned related to correspondence between peer coaching strategy and ministry formal evaluation regulations (Alsaleh *et al.*, 2017). Scheduling of class observation has been found as the main challenge of peer coaching (Yee, 2016).

Teachers colleges in one way or another provide quality education to reinforce certificate student teachers academic performance but the situation is worse in terms of grade A (GATCE) national

examination result as reported by Msonde. He reported that in more than 4000 certificate students who sat for grade A (GATCE) national examination, only one graduate got distinction grade (Mwananchi Newspaper, 2019). Also, Msonde revealed that 977 students with a pass rate were equivalent to 20.4 percent; with a low pass rate were 3814. In the case of special education certificate teachers, none of them achieved the highest pass rate of 98 graduates, three have obtained a middle class (credit), minimum pass rate were 87 graduates and 8 graduates have failed completely. High number of trainees' scores credit and pass. Hence, the results are not only shocking, but also confirm the claims of some education stakeholders about the professional capacity of teachers in the country.

However, the education stakeholders have linked the fall in education standards in Tanzania with the challenges facing the teachers and how they are being prepared (Yankami, 2013). There are many factors that affect certificate student teachers performance; it is assumed that college principals' classroom observation is one of the major ones. Udebunu (2015) asserts that the standard of education and performance of certificate student teachers can be improved if supervision of certificate student teachers is properly done by supervisors during training. The question therefore is: how effective is classroom observation conducted by public college principals enhancing certificate student teachers academic performance in Tanzania. From this point of view, the focus of the study was to examine the contribution of college principals' frequency of classroom observation to enhance certificate student teachers academic performance in Moshi District, Tanzania.

Statement of the Problem

Teachers are vital components of any education system because they form an important pillar for students' learning by converting national philosophy, educational policy and curriculum goals into instructional objectives and eventually create the environment for students' learning (Richmond & Floden, 2017). There is growing concern about the realization of teachers' colleges objectives because of doubt that principals give little attention to classroom observation. Performance of certificate student teachers graduating from public teachers' colleges has been declining over the years which also confirm the claims of some education stakeholders about the professional capacity of teachers (Msonde, 2019). The government and other stakeholders like Teacher Education Supporting Project (TESP), Education Programme for Results (EP4R) supporting teachers' colleges by providing teaching and learning resources, building and maintaining infrastructures, on job training for tutors and other financial resources but still there is concern on poor academic performance of the certificate student teachers in national GATCE examination. This raises the concern on classroom observation strategy used by teachers' college principals towards enhancing certificate student teachers academic performance. Various studies like Milinga (2016) focused on how teacher preparation for inclusion can be enhanced at universities and university colleges in Tanzania through pre-social education. Mkilindi, (2016) concentrated only on discipline management without putting emphasis on contribution of college principals frequency on classroom observation to enhance certificate student teachers academic performance. Therefore, this study was conducted to the contribution of college principals' frequency of

classroom observation to enhance certificate student teachers' academic performance in Moshi District, Tanzania.

Research Questions

What is the contribution of college principals' frequency of classroom observation on certificate student teachers academic performance in Moshi District?

Significance of the Study

The findings of this study expected to help Teachers' Colleges Principals to know their strength and weakness on implementation of supervisory strategies, which effectively influence certificate student teachers academic performance. The findings of this study further assist the college's leadership to embrace supervisory strategies towards provision of quality education which enhance certificate student teachers academic performance. In addition, the findings of the study are expected to be beneficial to Ministry of Education Science and Technology, college tutors, policy makers, and certificate student teachers on the understanding of the importance of considering supervisory strategies in enhancing academic performance. The study findings provides possible solution to teachers' college principal's on how to overcome the challenges facing effective implementation of supervisory strategies in enhancing certificate student teachers academic performance. The study add more knowledge and literature on supervisory strategies used by college principals to enhance certificate student teachers academic performance.

Theoretical Framework

This study was guided by Clinical Supervision Model. The model was developed by Goldhammar, (1969). The term clinical supervision is defined as a formal process of professional support and learning which enables individual practitioners to develop knowledge and competence, and is acknowledged to be a life-long process (Simpson & Sparkes, 2008). This type of supervision involves reflective thinking, discussion regarding professional development issues, caseload, clinical issues, and staff interpersonal issues (Fone, 2006). Clinical supervision started as the practice of observing, assisting, and receiving feedback. In this way, supervision follows the framework and techniques of the specific psychotherapy theory/model being practiced by the supervisor and supervisee.

The model sees supervision as a process that aims at improving instruction (teaching and learning process). The supervisors who are the college principals make prior meeting with college tutors' and talk about areas to be observed during the supervisory process, whereby college principals and their college tutors' work in partnership. The model describes four stages that college principal as the supervisor has to follow during the process of supervision for him/her to lead to the improvement of quality education. The first stage is pre-observation conference whereby the supervisor is required to meet the college tutors' whom he or she wishes to supervise and agree on the matters that are to be observed. Because supervision aims at improving the quality of education, the prior meeting between college tutors and supervisors enables college tutors to prepare themselves well. Therefore, if supervision is conducted frequently, college tutors make

frequent preparations which ultimately lead to improved quality education to the learners. The pre-observation stage also helps to create a good relationship between college tutors and supervisors (college principals).

The second stage is the observational stage whereby the supervisor is expected to visit tutors in classes and make observations on the areas that were agreed earlier. During this stage, the supervisor is required to record the events occurring during the observation as accurately as possible and pay more attention to the most important aspects of the teaching and learning process. If it is a classroom observation, the supervisor is not required to interfere the lesson but write down the important areas where he or she sees are not moving well. The third stage that comes after observation is post observation conference. During this stage, the supervisor is required to give feedback to the tutors concerning the observed aspects. It is recommended to start with positive areas where the tutors showed efforts and then move to areas which did not go on well and suggest the best measure that the tutors can take into considerations for the purpose of improving the quality of education by improving the way they conduct their teaching. The last stage is post conference analysis whereby the supervisor is required to make regular follow ups to check the extent to which the tutors are accommodating the suggested comments. When the supervisor finds that tutors are not putting into practice the suggested recommendations, he or she has to diagnose the sources of the problem and try to solve it but if it is not solved by him or her it is better to take the case to higher authorities.

Strength of clinical supervision model is that it helps to improve teaching and learning in a college settings. The researcher found out if supervisors (college principals) inform teachers (college tutors) about the supervision process or they just ambush the teachers. Moreover, the theory helped the researcher to determine the extent to which supervisors do classroom observation, give constructive feedback to tutors on observation and the extent to which they make follow-ups to check if tutors implement the suggested recommendations.

The weakness of clinical supervision model is that it may lead into the collection of wrong information about teachers (college tutors) and the teaching process. For example, when teachers are informed about classroom observation, they may make preparations just to impress the supervisor and when supervision ends they turn back to their ordinary ways of teaching. The supervisor may leave with a good picture that tutors are doing well their responsibilities but in real sense they need to be helped.

Application of the model to this study, the model was much helpful in the current study in examining the effects of college principals' frequency of classroom observation on certificate student teachers academic performance. The model helped the researcher to find how well classroom observation is conducted in teachers' colleges in Moshi District, Tanzania.

Empirical Literature Review

A classroom observation is an act of watching a tutor's performance in their classroom or learning environment. The fundamental purpose of classroom observation is to improve student teachers outcomes by improving the instructional prowess of the tutor. When college principals observing tutors it is a key part of development; it improves college tutors' own self-awareness of their skills and also makes college principals more effective at identifying areas for further growth. A number of empirical studies have been conducted to explore the impact of frequent classroom observation by college principals on certificate student teachers academic performance.

Amei et al., (2020) aimed to investigate the principal's instructional supervisory roles on students' academic performance in public secondary schools in North Pokot Sub County, Kenya. The study used a mixed method design, specifically a concurrent triangulation design. The target population for the study constituted 800 students, 8 principals, 80 teachers and 1 Sub County Quality Assurance and standards officer. The researcher used probability (simple and stratified) and non-probability (purposive) sampling techniques in determining the sample size of the participants. Data was collected through questionnaires, interview guide and document analysis guide. Quantitative data was analysed using descriptive statistics (frequencies, means and standard deviations) using SPSS Version 21 while qualitative data was summarized in themes and presented in narrative form as well as raw data excerpts. The findings of the study indicated that majority of teachers and students agreed that principal's conducts regular observation of lessons with teachers of various subjects, Principals signs professional documents and corrects members where necessary; Principals organize workshops, conferences, seminars to tackle instructional problems identified by the subject members; Principals encourages co-teaching and mentoring teachers and students in schools and Principals encourage teachers to attend in-service training.

However, principals as supervisors had not taken relevant trainings and there was inadequate teaching and learning resources in schools. Hence, principals delegate duties to teachers in checking student's notes and making of schemes of work in schools and schools have a follow-up academic program in schools. The study concluded that principal's conducts regular observation of lessons with teachers of various subjects; Principals signs professional documents and corrects members where necessary and Principals organize classroom visits towards internal inspection and discuss findings with members. Principals encourage co-teaching and mentoring teachers and students in schools and Principals encourage teachers to attend in-service training. Despite the fact that principal's conducts regular observation of lessons with teachers of various subjects but the study of Amei *et al.*, (2020) focus was on principal's instructional supervisory roles while the current study investigated the contribution of colleges principals frequent of classroom observation on certificate student teachers academic performance. Therefore, the current study employed convergent research design under mixed methods as well as direct inclusion and probability sampling technique to investigate the contribution of colleges principals frequent classroom observation on certificate student teachers academic performance in Moshi District.

Adjei *et al.*, (2017) did the study to investigate the extent to which College climate (Leadership roles/practices and Class size) impact on academic work of Teacher-trainees. A survey research design was used for the study because it involved a study of relatively large population who were purposively and randomly selected. A sample size of 322 out of the population of 1850 from Offinso, Akokerri and Wesley Colleges of Education comprising 226 males and 114 females were used for the study. A questionnaire and an interview guide were used to collect data for the study. The data collected were analyzed using Means, Standard deviations and Analysis of Variance (ANOVA). The study established that effective leadership roles and practices of Principals and Tutors had impact on the academic work of Teacher-trainees.

By implication, good leadership practices had a positive relationship with students' academic work. The study also revealed that, the higher the academic qualification of college tutors in their respective area of study, the more likely they are to impact positively on the academic work of Teacher-trainees. The study found that effective leadership roles and practices of Principals and Tutors had impact on the academic work of teacher-trainees but leaves the question of contribution of colleges principals frequent classroom observation on certificate student teachers academic performance unanswered. Thus, the current study employed convergent research design under mixed methods as well as direct inclusion and probability sampling technique to examine the effectiveness of supervisory strategies used by college principals to enhance certificate student teachers academic performance especially through classroom observation.

Zaare (2013) did a study to determine significance of classroom observation in assessing teaching procedure and to suggest appropriate ways for planning and carrying out the classroom observation in such a way that desirable results can be achieved in terms of developing the teachers and using their capabilities effectively. This study was conducted over a week of visits to an Iranian institute. The observer worked with three peer observers who used the same checklist to record their observations. The participants in both classes were adults and were in Pre-intermediate level. The finding of this research indicated that the teachers learned much about how to teach by observing their qualified peers and the experiences helped them improve their self- awareness and become a more reflective teacher. Although, teachers learned much about how to teach by observing their qualified peers but the study only determine the significance of classroom observation in assessing teaching procedure whereby it cannot be generalized to certificate student teachers academic performance. Therefore, the current study examined the contribution of college principals' classroom observation on student teachers' academic performance by employing convergent research design under mixed methods to overcome the weakness of a single design and get more information through questionnaire, document analysis schedule and interview guides from the researched participants to fill the gap observed.

Omogi (2019) investigated the Influence of Head Teachers' Instructional Supervision Practices on KCPE Performance in Public Primary Schools in Mbita Sub-County, Homa Bay County, Kenya. The study adopted descriptive survey research design. This study targeted all the 113 public primary and 113 head teachers in Mbita Sub County. The sample size was 132 and comprised of

the 25 head teachers and, 107 teachers. Data collection tools were questionnaires for the head teachers and teachers in the 113 primary schools. Data collected was analyzed using descriptive statistics by using Statistical Package for Social Sciences (SPSS) version 23.0 in the analysis process. The findings were presented in frequency distribution and percentages in form of tables. The study found that head teachers do not sit in class as teaching/ learning is going on since the workload was too much, they also do not give feedback after classroom observation. The study concluded that instructional supervision enables the teachers to take up instructions and improve on their teaching methodology. Classrooms sessions observation by the head teachers are significant in identification of weakness and strength of teachers regarding improving academic performance in the school. Syllabus coverage supervision is integral in ensuring effective process of learning. Therefore, the responsibility of ensuring that syllabus is covered rests on the school administration. Although, instructional supervision enables the teachers to take up instructions and improve on their teaching methodology but the study didn't show the contribution of colleges principals frequent classroom observation on academic performance. Also, the study used one set of instrument which is questionnaire. Therefore, this study examined the contribution of colleges principals frequent classroom observation on academic performance.

Kamotho et al. (2019) investigated the impact of school principal's classroom visitation on teachers' job performance in Kangundo Sub-County, Machakos, Kenya. The study used convergent parallel mixed method research design and stratified random sampling design to select 8 principals of schools, 56 teachers and 104 students. Data was collected using questionnaires and interview guides. The study established that majority of the principals do not make regular visits to classroom to observe teaching and learning and that teachers do not observe one another in class. The principals were also found to lag behind in making effort to discuss results with the teachers. The study recommends that principals should carry out regular classroom visits and discuss results with the teachers' concerned as a strategy of improving teachers' job performance. The study of Kamotho et al. (2019) focus was on impact of school principal's classroom visitation on teachers' job performance but leaves the question of contribution of colleges principals frequent classroom observation on certificate student teachers academic performance unanswered. Thus, the current study examined the effectiveness of supervisory strategies used by college principals to enhance certificate student teachers academic performance especially through classroom observation.

Usman (2015) examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyze the data generated and answer the research questions. The study show that regular instructional supervision using robust supervision strategies like checking of students'

notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. The study of Usman (2015) didn't show the contribution of colleges principals frequent classroom observation on academic performance. Also, the study used one set of instrument which is teachers' questionnaire. Therefore, this study examined the contribution of colleges principals frequent classroom observation on academic performance.

The study of Mbezi (2016) on effectiveness of supervision in Tanzanian government secondary schools by examining how school heads supervision affect students' academic performance in government secondary schools in Mkinga District. Quantitative and qualitative methods with a survey research approach were used in the study. Purposive sampling technique alongside convenience sampling technique was used to select the research participants from secondary schools. Questionnaire was used as main tool of data collection. Semi-structured interview and document analysis were used to substantiate the data gathered through questionnaires. Frequency, percentage, mean, standard deviation, Pearson correlation coefficient (Pearson r) and t-test were utilized to analyzed quantitative data gained through the questionnaires. The qualitative data gathered through Semi-structured interview, few open ended questions and document analysis were narration. The study findings indicate that head of schools were aware and oriented on the activities and significance of supervision. On the other hand, supervision helps teachers get new skills, motivates teachers and stimulates them. In view of the findings, the study concluded that effective supervision of teachers by school heads enhances teaching and learning which develops students' performance in examinations.

METHODOLOGY

The study employed a convergent mixed methods design whereby quantitative and qualitative components were conducted parallel but independently in order to describe contribution of college principals' frequency classroom observation on student teachers academic performance. The target population for the study consisted of the 3 college principals, 112 college tutors and 642 certificate student teachers found in the 3 public teachers colleges in Moshi District. Stratified and simple random sampling techniques were used to select the student teachers and college tutors while the colleges principals were directly involved in the study. Therefore, the study sample consisted of 2 colleges' principals, 16 tutors and 68 student teachers making a total number of 86 respondents. The study employed questionnaire and interview guide to collect data from the participants. Questionnaires were used to collect data from student teachers and tutors. This instrument was used due to its ability in collecting information from a large sample of respondents within a short period. Also, it reduces biasness from the researcher's side because responses will be given in a written format. These questionnaires were tried out in one college to determine whether they give the required information before the actual data collection. The interview guide was used to get information from the colleges principals. The study used this type of interview due to the position of the leader and its aim is, for the researcher to get first-hand information from respondent.

Data from the pilot study were used to estimate the reliability of the instruments. Reliability enabled the researcher to identify the doubts and inadequate items in the research instrument; where the instrument reliability is the dependability, consistency or trustworthiness of a test whereby Cronbach's Alpha method was used to calculate reliability. The calculated reliability coefficients for student teachers and tutors questionnaires were 0.744 and 0.683 respectively. In determining the validity, before data collection the tools were given to two research experts at Mwenge Catholic University. These experts assessed the relevance of the questions, language clarity and give suggestions for improvement. Their suggestions were then incorporated before the data collection process. The researcher then sought permission from relevant offices to collect data. Upon being permitted, he visited the sampled colleges. Then, the questionnaires were distributed to the sampled student teachers and tutors. The questionnaires were filled on the same day and the researcher collected them for analysis. Then the researcher visited the colleges' principals for interview. The interview was conducted for thirty minutes. The collected data were then analyzed descriptively for quantitative data. Descriptive analysis involved generating mean scores, and percentages while qualitative data from interview guide were analyzed by developing themes from research questions and presented in narrative form and direct quotations. The researcher also adhered to the ethical principles in research including informed consent, voluntary participation, confidentiality and anonymity.

RESULTS AND DISCUSSION

The study sought to examine contribution of college principals' frequency of classroom observation to enhance certificate student teachers academic performance. Student teachers academic performance depends on many factors but one of them is college principal frequency of classroom observation. Table 1 presents responses from tutors and student teachers who rated the contribution of college principals' frequency of classroom observation to enhance certificate student teachers academic performance.

Table 1: Respondents Response on Contribution of College Principals' Frequency of Classroom Observation in Enhancing Certificate Student Teachers Academic Performance

S/N	Statement	Respondents	N		R		S		O		A		Mean
			f	%	f	%	f	%	f	%	f	%	
1.	The college principal visits learning sessions in classroom	Tutors	1	6.3	5	31.3	9	56.2	1	6.3	-	-	3.25
		Students	-	-	-	-	45	66.2	2	2.9	21	30.9	3.35
2.	The college principal visits class and checks on student teacher assignments and continuous assessment scripts to ensure regular marking takes place	Tutors	2	12.5	4	25.0	8	50.0	-	-	2	12.5	3.13
		Students	-	-	-	-	52	76.5	11	16.2	5	7.4	3.15
3.	The college principal visits class and checks on the teaching and learning aids used by the tutors' in classroom	Tutors	2	13.3	-	-	8	50.0	3	20.0	2	13.3	2.93
		Students	-	-	-	-	38	55.9	12	17.6	18	26.5	3.63
4.	The college principal visits class and evaluate tutors classroom management	Tutors	1	6.3	3	18.8	7	43.8	3	18.8	2	12.5	3.13
		Students	-	-	2	3.0	12	17.9	24	35.8	29	43.3	4.19
5.		Tutors	2	14.3	1	7.1	8	57.1	-	-	3	21.4	3.07

	The college principal assesses tutors and certificate student relationships during teaching and learning	Students	1	1.5	4	6.0	5	7.5	11	16.4	46	68.7	4.45
6.	The college principal visits classrooms to discuss college academic issues with tutors and student teachers'	Tutors	5	31.3	1	6.3	-	-	8	50.0	2	12.5	3.81
		Students	-	-	1	1.5	18	26.5	14	20.6	35	51.5	4.22
7.	The college principal provide warning to tutors who fail to attend class	Tutors	1	6.3	1	6.3	-	-	5	31.3	9	56.2	3.88
		Students	-	-	1	1.5	6	9.1	5	7.6	54	81.8	4.70
8.	The college principal make follows-up on student teacher whenever they have problems on academic issues	Tutors	1	6.3	3	18.8	3	18.8	9	56.2	-	-	3.88
		Students	-	-	-	-	8	12.3	23	35.4	34	52.3	4.40
9.	The college principal meets and discusses the observed lesson with tutors	Tutors	1	6.3	1	6.3	11	68.7	2	12.5	1	6.3	3.06
		Students	1	1.5	3	4.4	43	63.2	11	16.2	10	14.7	3.35
10.	The college principal observes teaching to assesses tutors knowledge on the subject content	Tutors	2	12.5	1	6.3	9	56.2	2	12.5	2	12.5	3.08
		Students	-	-	2	2.9	9	13.2	5	7.4	52	76.5	4.57
Average Mean		Tutors	3.32										
		Students	4.00										

Source: Field Data (2022) **Key:** N- Never, R- Rarely, S-Sometimes, O-Often, A-Always

The data in table 1 indicate that more than half of tutors (68.7%) and student teachers (63.2%) respectively revealed that sometimes the college principal meets and discusses the observed lesson with tutors. This means that as the college supervisor, colleges' principals after observing tutors lessons they tend to meet with tutors and discussing the observed lessons for the aim of making improvement in teaching and learning process. College's principals supported this during the interview on meeting and discussing the observed lesson with tutors, one college principal had the following to say;

"For my position, I try always to discuss with tutors about the observed lesson to see the area which the tutor perform well and the area which need to be improved, it much depends on how the tutors conduct teaching and learning process. The aim is to make adjustment or improvement in teaching and learning process to help student teachers to acquire the intended learning objectives". (Interview, on June 20, 2022).

Another college principal said that;

"Yeah off course, normally I conduct discussion with tutor or tutors after observe teaching and learning process. The discussion here is how tutor or tutors carry on teaching and learning process. What major strength observed and weakness, for the strength observed as the college principal I encourage tutor to maintain it but for the weakness I told the tutor to improve it so as to become on the good position on the other time". (Interview, on June 23, 2022).

This implies that college principals meets and discusses the observed lesson with tutors for the aim of making improvement in teaching and learning process. This suggests that classrooms sessions observation by the college principal are significant in identification of weakness and

strength of tutors regarding improving academic performance in the college. As suggested by clinical supervision model, college principal is required to meet the college tutors' whom he or she wishes to supervise and agree on the matters that are to be observed. Therefore, if classroom observation is conducted frequently, college tutors make frequent preparations which ultimately lead to improved quality education to the learners. These findings concur with Wairimu (2016) who revealed that head teachers make classroom observation and hold conferences to discuss problems encountered and way forward as classroom observation and teachers perceptions on instructional supervision influence student academic performance. However, differ with Kamotho et al. (2019) who established that majority of the principals do not make regular visits to classroom to observe teaching and learning and that teachers do not observe one another in class. The principals were also found to lag behind in making effort to discuss results with the teachers.

Additionally, on the issue of assessing college tutors and certificate student teachers relationships during teaching and learning, more than half (57.1%) of college tutors revealed that it is done by the colleges principals for sometimes while 68.7% of student teachers said always the colleges principals assesses college tutors and certificate student teachers relationships during teaching and learning process. These finding imply that college tutors and student teachers were satisfied with how the process of assessing college tutors and student teachers relationship during teaching and learning conducted. Furthermore, the findings revealed that 56.2% of college tutors and majority of student teachers (81.8%) indicate that always the college principal provide warning and reprimands to tutors and student teachers who fail to attend classroom for teaching or learning as planed in the college general time table. The finding indicated that teachers college principal uses warnings and reprimands to the tutors and student teachers who are involving with professional misconduct. Moreover, warnings and reprimands are effective strategy used in managing tutors' professional misconduct among public teachers college. In addition, the colleges' principals are responsible and accountable for any class absenteeism of any college tutor and student teachers. These findings are supported by Zaare (2013) who reported that teachers learned much about how to teach by observing their qualified peers and the experiences helped them improve their self-awareness and become a more reflective teacher.

Moreover, the data indicate that 56.2% of college tutors revealed that sometimes the college principal observes teaching to assess college tutors knowledge on the subject content while 76.5% of student teachers said always the college principal observes teaching to assess tutors knowledge on the subject content. This imply that as the part of supervision the college principal know what is taking place in the classroom in order to safeguard the performance of the student teachers, also these finding indicate that college tutors and student teachers were positively on the way college principal observe teaching and assess college tutors knowledge on the subject content. College principals on visiting classrooms to observe and assess college tutors knowledge on subject content during teaching and learning session, they had the following to comment during the interview:

“Obviously it depends on the situation sometimes I visit classrooms as many as possible and there is time where it conducted in the occasional cases because there is the lot of

activities to be performed. Classroom visits helps tutors to have the confidence during teaching and learning process and make enough preparation for teaching and learning session. It also helping tutors to feel that, they are recognized by the supervisors and not only that but also it builds the good relationship between tutors and leaders". (Interview, on June 20, 2022).

Also another college principal had more to say on visiting classrooms to observe and assess college tutors teaching session;

"Several time I am visiting the classroom, minimum is just four times within the month where sometime I inform them about the visit and other time I just go without inform them but the most important thing is to create a good teaching and learning environment". (Interview, on June 23, 2022).

This means that colleges' principals visit classroom to observe teachers and students with minimum of four times a month where sometimes they inform teachers of their visitation or they go without informing teachers because classroom visitation helps tutors to have the confidence during teaching and learning process and make enough preparation for teaching and learning session and through class visitation, college principals are required to record the events occurring during the observation as accurately as possible and pay more attention to the most important aspects of the teaching and learning process as he/she is not required to interfere the lesson but write down the important areas where he or she sees are not moving well during teaching and learning process as suggested by Goldhammar (1969) in clinical supervision model. The finding are in agreement with Florence & Wilson (2017) who examined the relationship between college tutor competence and teacher trainee academic performance in Primary Teachers' Colleges in Uganda established that: there is a significant relationship between tutors' subject knowledge and primary teacher trainee academic performance and there is a significant relationship between tutors' mentoring competence and primary teacher trainee academic performance.

The data in table 1 indicate that more than half (56.2%) of tutors said that often the college principal make follows-up on student teacher whenever they have problems on academic issues while 52.3% of student teachers said always the college principal make follows-up on student teacher whenever they have problems on academic issues. This implies that the colleges principals tend to make follow up to student teachers with difficulties as part of their supervision and desire for performance improvement in their respective colleges. College principals provide equal importance to students and tutors by having constant interaction through making follow-up on student-teachers whenever they have academic problems. This helps student teachers to be comfortable in express their problems to college principals. These findings are in collaboration with Goldhammar (1969) on the clinical supervision model that supervisor is required to make regular follow ups to check the extent to which the tutors are accommodating the suggested comments. When the supervisor finds that tutors are not putting into practice the suggested recommendations, he or she has to diagnose the sources of the problem and try to solve it but if he or she does not solve it, he or she is better to take the case to higher authorities.

On the other hand, 56.2% of college tutors and 66.2% of student teachers reported that sometimes the college principal visits learning sessions in classroom. These findings indicate that tutors were positive on classroom visit towards enhance student teachers performance. On the other hand 50% of college tutors and 76.5% of student teachers said that sometimes the college principal visits class and checks on student teacher assignments and continuous assessment scripts to ensure regular marking takes place. These findings imply that supervisory is part and responsibility of the college principal and is implemented in the classroom situations by the college principal. The principals should routinely be able to observe subject tutors while they actively teach in the classes. This ensures that tutor's preparation is up dated and at the same time it ensures that tutors use the right teaching methodologies and teaching and learning resources in their delivery of their lessons. The observation creates confidence in the tutors towards their mastery of content hence being able to manipulate the content and the syllabus at large hence causing an improved academic achievement in students. In lesson observation principals should treat the tutors as friends and not take the exercise as a witch hunt process. These findings are in agreement with Adjei *et al.*, (2017) study who found that effective leadership roles and practices of Principals and Tutors had impact on the academic work of Teacher-trainees.

Concerning with the issue of visits class and checks on the teaching and learning aids used by the college tutors' in classroom, 50% of college tutors indicated that sometimes is done by the college principal while 55.9% of the student teachers agreed that it is sometimes done by the college principal. The findings imply that the teaching and learning aids are checked by the college principals as part of their supervisory strategies for enhancing student teachers' performance. Data in table 1 indicate that half of college tutors (50%) said that often colleges principals visits classrooms to discuss college academic issues with tutors and student teachers' which was also reported by 51.5% of student teachers who responded that always colleges principals visits classrooms to discuss college academic issues with college tutors and student teachers'. Furthermore, during the interview with colleges' principals on discussing academic issues with student teachers', one principal had revealed that;

"Of course, I visit the class and discuss academic issues and sometimes conduct the college baraza to discuss on generally what is taking place within the class or the college in terms of curriculum and extra curriculum activities implementations. For example it's important to discuss how tutors attend lessons and also to discuss whether the student teachers' are being taught the entire subject effectively". (Interview, on June 23, 2022).

Similarly, another college principal reported;

"I visit in the classroom several times to discuss with student teachers about their continuation of the studies and sometimes I use that opportunity as the way to get feedback from student teachers' if they have genuine complaints, like sometimes the tutors does not attend class for teaching on time and any problem which hinder their academic progress". (Interview, on June 20, 2022).

These findings indicate that colleges' principals visit classrooms to discuss academic issues with student teachers' where sometimes conduct college baraza so that to know what is taking place within the class during teaching and learning process. College principals who foster positive relationships with their students create environments more conducive to learning and meet students' developmental, emotional and academic needs. College principals foster positive bonds with students by treating students with respect, having high expectations for all students, and maximizing success for each student. Positive relationships enhance student receptivity to instruction.

Furthermore, the data in table 1 also indicate that 43.8% of the college tutors said that the college principal sometimes visits class and evaluate tutors classroom management whereas 43.3% of student teachers revealed that always college principal visits class and evaluate tutors classroom management. This finding are in line with Kamotho et al. (2019) established that majority of the principals do not make regular visits to classroom to observe teaching and learning and that teachers do not observe one another in class. The principals were also found to lag behind in making effort to discuss results with the tutors. Hence, principals should try to carry out regular classroom visits and discuss results with the tutors' concerned as a strategy of improving tutors' job performance and student teachers' academic performance.

Therefore, it is evident that college principals' frequency on classroom observation contribute in enhancing certificate student teachers academic performance as sometimes the college principal visits learning sessions in classroom, always the college principal provide warning and reprimands to tutors who fail to attend classroom teaching as planed in the college general time table and often the college principal make follows-up on student teacher whenever they have problems on academic issues as reported by averagely mean scores of 3.66. All these indicate that colleges principals tries their level best to conduct regular classrooms visits as the part of their supervisory strategies in the colleges towards enhancing student teachers academic performance. These findings concur with Amei *et al.* (2020) who found that majority of teachers and students agreed that principal's conducts regular observation of lessons with teachers of various subjects. According to Mbezi (2016) portray that supervision helps teachers get new skills, motivate teachers and stimulate them and effective supervision of teachers by school heads enhances teaching and learning which develops students' performance in examinations.

CONCLUSIONS AND RECOMMENDATIONS

Basing on the finding the study has established that college principals' frequency on classroom observation does contribute in enhancing certificate student teachers academic performance whereby both respondents agreed on this. College tutors and student teachers are, therefore, aware of the duties they are expected to perform, and which college principal are expected to monitor. In the other hand, it can be concluded that frequently visitation in the classrooms has a great contribution to student teachers academic performance. Aspects such as provision of warning and

reprimands to tutors who fail to attend class as planned in the college general time table, making follow-up on student teacher whenever they have problems on academic issues are being done by college principal. However, the evidence gathered also showed that sometimes the college principal visits learning sessions in classroom to assess tutors knowledge on the subject content, check student teacher assignments and continuous assessment scripts to ensure regular marking takes place, check teaching and learning aids used by the tutors' in classroom, evaluate tutors classroom management, visits classrooms to discuss college academic issues with tutors and student teachers' as well as meets and discusses the observed lesson with tutors.

Basing on the conclusions of the study, the researcher makes the following recommendations. The colleges principals should continue to carry out regular classroom visits and discuss results with the tutors' concerned as a strategy of improving tutors' job performance as well as student teachers academic performance. The colleges' principals should ensure that tutors and student teachers have a clear understanding of the purpose of supervision in order to improve teaching and learning activities. Also, the colleges' principals should be more proactive in their day to day supervision exercise on college tutors and students teachers in order to enhance certificate student teachers academic performance.

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